

1. What is our purpose?

To inquire into the following:

Transdisciplinary theme:

How we express ourselves

Central idea:

Through digital art we can create, develop and express our ideas.

Summative assessment task(s):

Students will create one digital piece that best highlights the computer skills they have learnt throughout the unit.

Assessment Tools:

Teacher observation. Journal reflections.

Class/grade: Year 4

Age group: 9-10

School:

School code:

Title: Digital Art

Teacher(s):

Date: Term 2 October- November 2010

Proposed duration: 8 weeks



PYP planner

2. What do we want to learn?

What are the key concepts (**form**, function, causation, **change**, **connection**, perspective, responsibility, reflection) to be emphasized within this inquiry?

Related Concepts:
pattern

What lines of inquiry will define the scope of the inquiry into the central idea?

The use of Digital work in contemporary art.
The use of pattern in an artwork.
Positive and negative shapes in a pattern.
The use of colour in an image.

What teacher questions/provocations will drive these inquiries?

What makes a pattern?

What makes it interesting?

How does colour change the image?

What patterns can we find in the environment around us both man made and natural?

How is digital art different to painting and drawing?

How can we use digital art?

Whats the purpose of digital art?

Provocations:

Show students contemporary digital art.

Learner Profile Focus

Risk taker, balanced

3. How might we know what we have learned?

This column should be used in conjunction with “How best might we learn?”

What are the possible ways of assessing students' prior knowledge and skills?
What evidence will we look for?

Pre-Assessment:

Discussion and pattern work in journals

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

Formative Assessment:

Observation, journal work and discussion with student.

Summative Assessment:

Students will create one digital piece that best highlights the computer skills they have learnt throughout the unit.

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Images of digital artwork and patterns.

‘Paint net’ computer programme

Paper, fine liner black pens, black crayons and black thick permanent markers.

Art books with examples of computer made art and patterns.

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

Library and IT room.

Jennifer Idrizi to talk and discuss textile design and how a pattern is put together, what are important elements to consider when creating a pattern....colour ,space etc.

Printer and framer to show finished work.

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Display of contemporary digital artworks.

Display of use of pattern in art.

Discuss what makes a pattern, the use of a repeat. Students find objects in both the natural and manmade world to hand draw and possibly use as a repeat.

Show and discuss the use of negative and positive space and how they affect a work. Students try to create different artworks using this idea.

Introduce the programme ‘Paint Net’

Each week show students a new technique eg...colour swatches, layers, select tool, eraser tool, cloning tool, hue and saturation, opacity, effects.

Students experiment with these tools and colours to see which works best.

Is it important that the original artwork is still seen in the finished piece? Why?

6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

This unit was very popular with the students...however the issues for teaching it were availability of computers, computer failure, lack of IT knowledge from the students, only one teacher to 24 students and that due to these constraints the unit took much longer than expected. I wouldn't want to repeat this unless we have more computer facilities and maybe with an older class.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

- develop an understanding of the concepts identified in "What do we want to learn?"

Form: The form of leaves and flowers was used as the basis for this unit the students were then encouraged to play around with this to see how they could make patterns.

Change: Students saw their work change from a life drawing to a pattern to a digital work and they were very impressed with themselves!

Connection: Students were able to make connection with digital art and drawings done by their own hand.

- demonstrate the learning and application of particular transdisciplinary skills?

- develop particular attributes of the learner profile and/or attitudes?

8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

At this point teachers should go back to box 2 “What do we want to learn?” and highlight the teacher questions/provocations that were most effective in driving the inquiries.

What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

9. Teacher notes